**Lesson Plan # 1**

**Teacher:** Thomas Deal **Unit:** Cooperation and Conflict Native American Nations and the New

Settlers

**Grade Level:** 5  **Lesson:** 1

**Date of Lesson:** 11/ 17/14 **Duration:** 60 Minutes

**Students:** 27

***Content Standards:***

**S.S. - 5.3** Students will:

Describe the cooperation and conflict that existed among the Native Americans and between the Native American nations and the new settlers, in terms of:

1.   Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.

3.   Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip’s Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).

4.   Discuss the role of broken treaties and massacres and the factors that led to the Indians’ defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).

5.   Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).

**Verb** - “describe”

**Content** - the “cooperation and conflict” between Indians and new settlers, the “competition” among different nations, the “cooperation” between colonists and Indians, etc.

**ELA - 5E1a:** Students will:

Use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

**5E1a.6:** Understand unknown words by using word, sentence, and paragraph clues to determine meaning

**(Word Recognition, Fluency, and Vocabulary Development)**

**Learner Background:**

**Prior knowledge**

* Students will have already learned about “First American” native groups from the desert southwest, pacific northwest, great plains, and eastern woodlands, as well as first contact with European groups during the Age of Exploration.

**Necessary skills**

* describe Native American tribes and nations
* the conflicts among colonists, settlers, and Native Americans
* why these relationships existed
* popplet use

**Student Learning Objective(s):**

Students will utilize their critical thinking skills to demonstrate their understanding and knowledge of events which lead to the conflict between American Indians and Early Settlers by answering the essential question: *Which were the important events, which lead to Native American and Early Settler conflict and why were these events devastating to the relationship between the two groups?*

**Assessment:**

* **Informal assessment**: Visual assessments of Popplet work and auditory assessment of group discussions (Monitoring)
* **Formal assessment**: Students will briefly present 6 of their 9 Popplets on the interactive whiteboard in relation to the “History Detective” worksheet.

**Materials/Resources:**

|  |  |  |  |  |
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| Computers/iPads Apple TV/ Interactive Whiteboard | Double click documents to OPEN | | | |
| Text |  |  |  |  |
| Worksheets |  |  | Photo for Initiation> |  |
| Classroom website for Social Studies | <http://education-portal.com/academy/lesson/the-indian-wars-struggle-between-native-americans-and-settlers.html#lesson> | <http://firstpeoplesofcanada.com/fp_furtrade/fp_contact_thirteen_colonies.html> | <http://www.cogsci.indiana.edu/farg/rehling/nativeAm/ling.html> | <http://www.wvculture.org/history/indland.html> |
| Popplet website (web-based graphic organizer) | <http://popplet.com> |  |  |  |

**Teaching Model/Strategy**

The lesson will be done in whole class discussion then move into 9 – 3 member teams to provide for collaboration and peer tutoring amongst the students. I will employ the Cognitive Thinking Skills Strategy. This will make learning more enjoyable and more successful for my students and very effective for me, as the teacher. Everyone has different preferences to learning. Knowing what they are can empower my students for success and achievement in the content area.

**Cognitive Thinking Skills Strategy**

Information Gathering:

* Sensing – seeing, hearing
* Retrieving – memory skills

Basic Understanding:

* Organizing gathered information
* Forming concepts
* Linking ideas together

Productive Thinking:

* Using information and understanding
* Creating, deciding, analyzing, evaluating

**Learning Activities:**

**Initiation: Whole class – teacher led and guided**

(5 Minutes)

* Display Initiation Photo on Interactive whiteboard
* ShortDiscussion:

*Suppose you found a place with valuable things. What if other people wanted those same things? What if somebody else already lived there?*

***\*This is what happened when Europeans and American Indians began to compete for land and resources in North America.***

After a brief discussion about the initiation questions and photos, pre-determined teams (based on strengths and weaknesses) will move to their designated area.

Online verbal/visual timer on the interactive whiteboard is used to assist students focus on the tasks at hand. (Auditory/Visual Aid) along with PowerPoint Slides for each task (Visual Aid)

**Classroom Management**

* When I say “cooperate” students will choose amongst themselves whether to get 3-iPads, worksheets or triangulate the desk (each member 1 job).

(2 minutes)

* When I say “go”; students will do their task and distribute supplies.

(2 minutes)

* Use of the Acronym Mnemonic “SLANT” to refocus for modeling, demonstration and student questioning.

S = Sit up straight.

L = Lean forward.

A = Activate your thinking.

N = Note key information.

T = Track the speaker.

**Lesson Development:**

*Whole class* - Demonstration of expectations - PowerPoint presentation on the classroom task and use of class website and Popplet will be demonstrated and modeled.

(3 Minutes)

Switch off PowerPoint and display online timer (time on task)

(25 Minutes)

*Small group* - Students will start to collaborate on the given tasks and begin reading areas of importance to their questions (copying and pasting to popplet or using hardcopy graphic organizers)

Monitoring will be utilized for each groups’ work, checking for understanding by questioning, visual assessment of tasks (informal assessments)

Students will be reminded of time when there is 15 minutes, 10 minutes and 5 minutes left.

**Closure:**

(20 Minutes)

* Each group will display their popplet that pertains to their team/question.
* Uses of “Name Selector” app will be used to call each group randomly
* Presentations on the interactive white board.
* Further probing by students and myself
* Transition – tell me one thing you learnt from another teams presentation

**Individuals Needing Differentiated Instruction**

|  |  |  |
| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| **Kono** | 1.– Has a harder time comprehending reading text when a computer screen is utilized  2. Past online reading comprehension scores compared to text reading comprehension scores | 1. hardcopy handouts with a larger font will be used to assist in reading comprehension  2. using a hi-lighter to mark important key vocabulary and concepts |
| **Yugo** | 1. Provide more rigor in content areas  2. Past performance on a number of task in all content areas; little to no focus when not engaged | 1. will be given a more thorough accounting of different treaties not mentioned in group work.(personal worksheet)  2. will peer-tutor in group work |
| **Koya** | 1. ELL – English Language Learner  2. ESL assessment testing  (Reading = Beginner; Listening = Proficient  Writing = Beginner; Speaking = Proficient)) | 1. hard copy handouts will be with a larger font to assist in unknown vocabulary and use a highlighter for unknown vocabulary words  2. create a content vocabulary list  3. will be assisted by a peer in group work  4. verbal instructions will be given to increase understanding of tasks |

**Reflection on Practice: After teaching**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for re-teaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?